

*INSTITUTIONAL REVIEW BOARD FOR HUMAN SUBJECTS RESEARCH (IRB/HSR)  
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD*

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**Minutes of Meeting  
Friday, 20 January 2012 [DDH A-108]**

**Members Present:**

Scientific Concerns: Kathleen Gilchrist, Roseanna McCleary  
Nonscientific Concerns: Paul Newberry, Steve Gamboa, Penelope Swenson  
Community Concerns: Grant Herndon, Lily Alvarez, Tommy Tunson

**Members Absent:**

Anne Duran

**Visitors:**

J. J. Wang for **Protocol 07-91**  
Natalie Thompson & Brian Hemphill for **Protocol 12-04**

**I. CALL TO ORDER**

Chair Paul Newberry called the meeting to order at 8:00 AM.

**II. APPROVAL OF MINUTES**

**A.** IRB meeting of Friday, 07 October 2011.

The date of the Winter 2012 meeting was incorrect in the minutes and the present agenda. Faculty mentor of Protocol 11-130 should be Friedman. The Board had wanted to keep non-compliance as a perpetual Old Business item; this needed to be added to the present agenda

It was suggested that Duran should be hooked up to the meeting via video link so she could make all of the motions, as is her custom, but Haynes advised that Duran is too sick.

In the absence of Duran, there was eventually a motion to approve the minutes as corrected.

McCleary moved, Gilchrist seconded, 5-0.

**III. ANNOUNCEMENTS**

- A.** The new Board members Steve Gamboa and Penelope Swenson were welcomed. The Chair noted that the Board is grateful to have a strong presence representing Education departments and programs and a person with Spanish translation skills to ensure that researchers use effective consent documents for Spanish readers.

**IV. OLD BUSINESS**

- A. Update on Spanish Translations of IRB Materials.** Materials have been posted online. These include the rationale for carrying out careful translations and translation resources such as translated consent templates, common stock phrases, various tips for effective translations, and suggested sources to assist in Spanish translation. Gamboa's role was

described in terms of initial screening of materials to indicate to the investigators whether the documents were good, needed minor changes, which he could provide, or were in serious need of re-translation. The Board needs to peg the Spanish at a level of comprehension that would be accessible to all participants; many Spanish speakers are not necessarily literate Spanish readers, so that the consent forms may need to be explained via discussion with the person, as well.

**B. Update on Non-Compliance.** The RERC should communicate with the School of Social Sciences and Education Dean to discover the status of the culminating project tracking form endeavor recommended by the Board, and accepted by the dean, last academic year. Two additional steps have been taken that are intended to diminish non-compliance: [a] a sentence has been added to the protocol authorization letter emphasizing conformity of research conduct with what has been authorized and [b] the e-mails transmitting authorization letters are sent to the faculty mentor with instructions to forward to the student researcher, in order to strengthen faculty mentor involvement in the important step of IRB authorization.

## V. NEW BUSINESS

**A. Formal Board affirmation** of protocols previously approved under Standard Review, Expedited Review, Third-Party Access, and Exemption from Full Review since the October 2011 meeting.

**B.**

1. **Standard Review [0]**
2. **Expedited Review [0]**
3. **Third-Party Access to Existing Data [0]**
4. **Exemption from Full Review [12]**

Number	Author	Title	Date Submitted	Faculty Sponsor	Reviewers	Type of Review	Final Approval
11-121	Lindsey Pruitt	High Situational Interest Promotes Student Achievement: Motivating Student Learning with Interesting Topics.	7/11/2011	Randy Schultz		Exemption	10/4/2011
11-127	Jacinta Weitz	The Effect of Podcast Instructional Strategy Upon Content area (Social Studies) Student Test	8/24/2011	Ron Hughes		Exemption	10/21/2011
11-131	Shana Morda	Wiki E-Portfolios.	9/20/2011	Ron Hughes		Exemption	10/13/2011
11-134	Nada J. Yorke	Implementing a Cost-Free Batterer's intervention Program In The Community	10/10/2011	Bruce Friedman		Exemption	10/13/2011
11-135	Mary Storey	Beliefs About (Hetero) Sexual Relationships and Homophobia	10/13/2011	Anne Duran		Exemption	10/20/2011
11-136	Frank Lauro	Evaluation of the 2011 Air & Waste Management Association – Golden Empire Chapter	10/20/2011	BJ Moore		Exemption	10/24/2011
11-137	Rhonda Dugan	"Evaluation of Classroom Exercises, Assignments, and Student Projects"	10/24/2011			Exemption	10/25/2011
11-138	Phyllis Heintz	Comparison of Student Learning Outcomes between Students in Online and Lecture Nursing Research Classes	10/31/2011	Deborah Boschini		Exemption	11/4/2011
11-139	Josh Carter & Kevin Novak	Attitudes of Atheists as Hostile and Untrustworthy Job Applicants	11/3/2011	Anne Duran		Exemption	11/8/2011

Number	Author	Title	Date Submitted	Faculty Sponsor	Reviewers	Type of Review	Final Approval
11-142	P. Michael Lutz	Development and Pilot Test of a Scalable Professional Development System for Formative Assessment of Mathematics for Teacher Leaders in a Professional Learning Community	11/7/2011			Exemption	11/28/2011
11-143	Leslee Martinez	Tattoos, Gender, and Perceived Pain	11/10/2011	Anne Duran		Exemption	11/16/2011
11-144	Omar Craviotto	Advantages and Disadvantages of Online Process Overview Training for Manufacturing	11/14/2011	Ron Hughes		Exemption	12/9/2011
11-145	Patricia Acosta	Students' Attitudes and Knowledge of Schizophrenia	11/14/2011	Isabel Sumaya		Exemption	11/28/2011

With Protocol 11-134 transferred to Expedited Review, Swenson moved, McCleary seconded, 8-0.

**B. Formal Board affirmation [3]** of protocols submitted and designated as not falling within the IRB/HSR definition of human subjects research (**not within IRB/HSR purview**) since the October 2011 meeting.

Number	Author	Title	Date Submitted	Faculty Sponsor	Reviewers	Type of Review	Final Approval
11-140	Megan Eyer	Teaching Through Technology	11/7/2011	Randy Schultz		NRS	11/16/2011
11-141	Mary Ann McCarthy	Academic and Nursing Aptitude Correlated with the NCLEX-RN in Baccalaureate Programs.	11/8/2011	Deborah Boschini		NRS	11/8/2011
11-147	Georgina Lorenzi	Fiscal Sustainability of Public Pension Plan for the City of Bakersfield	12/20/2011	Thomas R. Martinez		NRS	12/22/2011

Herndon moved, Tunson seconded, 8-0.

**C. Formal Board affirmation [4]** of previously approved protocols granted **Renewals** since the October 2011 meeting.

Number	Author	Title	Date Submitted	Faculty Sponsor	Reviewers	Type of Review	Final Approval
11-01	Douglas Dodd & Curt Asher	CSUB Campus Oral History Project	1/18/2011			Exemption	1/9/2011
11-04	Roseanna McCleary	Outcomes Evaluation of A Mental Health Services Act Program for Older Adults: Wellness, Independence, and Senior Enrichment Services	1/12/2011		Herndon, Gilchrist, Blommer & Newberry	Standard	1/13/2011
11-15	Judy Pedro	Community Preventive Health Collaborative (CPHC)	1/20/2011		Herndon, Gilchrist, Blommer & Newberry	Standard	3/9/2011
11-68	Curtis Guaglianone	Discussion Responses Regarding iPad Use Among a Select of Pre-Service Teachers.	4/11/2011			Exemption	4/13/2011

It was pointed out that Swenson should be listed as the author for 11-68 and not the faculty sponsor.

There was a motion to approve Renewals as corrected, Alvarez moved, Herndon seconded, 6-0 with two abstentions.

**C. Formal Board affirmation of protocol closures [34] (unless renewed) whose authorization have ended or will end prior to the April 2012 IRB meeting.**

Number	Author	Title	Date Submitted	Faculty Sponsor	Reviewers	Type of Review	Final Approval
09-36	Jacquelyn Ann K Kegley	Exit Interview of Student-Athletes who have Exhausted their Eligibility	2/5/2009			Exemption	3/9/2009
10-14	Mary Doucet & Thomas Doucet	Student Learning Styles and Assessment of Learning Outcomes for the Introductory Managerial Accounting Course	1/15/2010			Exemption	2/20/2010
10-30	Laura Hecht	"CSUB?KHSD English and Math Remediation Project"	2/1/2010		Lee & Gilchrist	3PA	2/18/2010
10-86	Anne Duran	Changes in Tolerance and Acceptance as a Result of Gender, Race, & Ethnicity Courses	4/9/2010			Exemption	4/15/2010
11-14	Dahna Rasmussen	Use of the N-word by Black/African American College Students in Bakersfield, California	1/19/2011	Rhonda Dugan	Herndon, Gilchrist, Blommer & Newberry	Standard	3/3/2011
11-16	Michael Pawloski	Drama Therapy Curriculum for Adolescents Exposed to Domestic Violence	1/21/2011	Jong Choi	Duran, Bloomer & Gilchrist	Standard	5/4/2011
11-18	Lisa Daniels	Using Small Group Instructions to Support Student Success in Math	2/2/2011	Randy Schultz		Exemption	3/30/2011
11-19	Jason W. Matson	A Program Proposal for the Report Review Process for Patrol Sergeants	1/3/2011	Jinping Sun	Newberry & Duran	Expedited	2/23/2011
11-24	John Hampton	Comparative Analysis Between Computer-based and Paper-based Explicit Direct Instruction on Student Academic Performance	2/9/2011	Penelope Swenson		Exemption	2/20/2011
11-25	Renee Penalver	Effects of Bright Light Treatment on Memory: A Randomized Placebo Controlled Cross-Over Design	2/10/2011	Isabel Sumaya	Lee & Gilchrist	Expedited	4/15/2011
11-27	Steven Bynum	Utilizing Social Media to Increase Student Engagement by Augmenting School Curriculum	2/18/2011	Chandrasekhar Commuri		Exemption	2/23/2011
11-28	Nancy Maltby	Effect of Academic Vocabulary on Math Achievement When Combined with Direct Instruction and Technology	2/22/2011	Penelope Swenson		Exemption	3/4/2011
11-29	Nicole Terranova	The Effects of Latin and Greek Root Word Instruction Upon the Understanding of Biological Terminology of Junior High School Students	2/23/2011	Ron Hughes		Exemption	3/4/2011
11-31	Rhonda Dugan	A Student-Led Organization for Immigrant Rights in California's Central Valley	2/22/2011				3/2/2011
11-32	Debra Jackson	The Effectiveness of Using Service Learning in a Marxism Course	3/2/2011			Exemption	3/4/2011
11-34	Patricia Acosta	Correlates of Support for Global Relief Efforts	3/4/2011	Steven Bacon		Exemption	3/4/2011
11-39	Liora Gubkin	Student Responses to the Holocaust Pedagogy.	3/7/2011			Exemption	3/11/2011
11-58	Casey Morlet	Differentiated Instruction Guidance: An Online PLC (Differentiated instruction Perceptions & Usage)	3/25/2011	Penelope Swenson		Exemption	3/30/2011
11-63	Sean Regan	Evaluation of Kern County Department of Public Health Officers' Clinic	4/5/2011	Chandra Commuri		Exemption	5/4/2011
11-66	Curtis Guaglianone	Cycle of Activity Model (CAM) Participant Survey	4/7/2011			Exemption	4/13/2011

Number	Author	Title	Date Submitted	Faculty Sponsor	Reviewers	Type of Review	Final Approval
11-71	Suzanne Guest	Transforming Kern's relationship with unwanted animals: Are Programs Operated by the County Animal Control Effective in reducing the rate of Animals Euthanized?	4/11/2011	R. Steven Daniels		Exemption	4/13/2011
11-72	Rosanne Murdock-Padley	Program Proposal of Public Awareness Strategies of Bakersfield Wastewater Industrial Pretreatment Program.	4/11/2011	R. Steven Daniels		Exemption	4/12/2011
11-73	Joy Lamboy	Implications of Branding Initiatives in Higher Education in California.	4/11/2011	Patricia Mitchell		Exemption	4/26/2011
11-77	Joseph Crisostomo II	A Descriptive Study of the Attitudes Novice Nurses Hold about the Value of Reflection during the Orientation Period	4/13/2011	Penelope Swenson		Exemption	4/18/2011
11-79	Kellie Pollack	Philanthropy 2.0: Using Social Media for Fundraising in the Nonprofit.	4/14/2011	Chandra Commuri		Exemption	4/27/2011
11-84	Luis Vega	CAMP (College Assistance Migrant Program) Survey Evaluation	4/21/2011		Newberry & McCleary	Expedited	5/16/2011
11-87	Julie Bumgardner	2011 Program Evaluation for Master of Public Administration at California State University, Bakersfield.	4/25/2011	Abbas Grammy		Exemption	5/4/2011
11-90	Maricela Guerra	College Retention: a Study Graduating Hispanic Students.	4/26/2011	Chandra Commuri		3PA	4/27/2011
11-92	Donald Peters	The Community of Boron and Sustainable of Health Care.	4/27/2011	Chandra Commuri		3PA	5/4/2011
11-96	Rachel Tate	End of Life Services and Incarceration: An Analysis of Current Policy and Services.	4/29/2011	Roseanna McCleary	Duran & Bloomers	Expedited	5/11/2011
11-98	Adam Farber	Family Presence during Cardiopulmonary Resuscitation (FPDR): Survey of Healthcare Providers' Attitudes	5/3/2011	Cheri Rector	Lee & Duran	Expedited	5/14/2011
11-100	Matthew Waybright	Social Cues and Their Effects on Mental Maps.	5/9/2011	Marianne Abramson	Newberry & Gilchrist	Expedited	5/19/2011
11-105	Jinping Sun	The Great Recession and Public Pensions: A Survey of California City Governments	5/12/2011			Exemption	5/14/2011
11-106	Sarah Philips	Comparison of Efficacy of Information Literacy Components in FYE Courses.	5/20/2011	Emerson Case		Exemption	5/20/2011
11-100	Matthew Waybright	Social Cues and Their Effects on Mental Maps.	5/9/2011	Marianne Abramson	Newberry & Gilchrist	Expedited	5/19/2011
11-105	Jinping Sun	The Great Recession and Public Pensions: A Survey of California City Governments	5/12/2011			Exemption	5/14/2011
11-106	Sarah Philips	Comparison of Efficacy of Information Literacy Components in FYE Courses.	5/20/2011	Emerson Case		Exemption	5/20/2011

For new members, it was explained that authorizations close after one year, unless renewed.

McCleary moved, Swenson seconded, 8-0.

[To accommodate investigator schedules, major review items actually happened in the following order: Protocol 07-91, then Protocol 12-04, then Edvention and Related.]

## E. New Protocol Reviews [1]

1. **Protocol 12-04. “A League of Their Own: An Exploration of Gender and Ritual in the Bakersfield Diamond Divas Roller Derby Team”** with Natalie Thompson and Brian Hemphill [Anthropology Department]. Primary readers were Duran, McCleary, Alvarez.

Following introductions, the faculty mentor provided a brief summary. This is an MA thesis in anthropology looking at a roller derby team – The Bakersfield Diamond Divas -- as a micro-culture within larger society. This will involve a traditional ethnography plus several aspects of special interest, such as elements of roller derby considered as sports ritual and gender-related issues. The student investigator answered questions.

[**Q** = question, **A** = answer, **C** = comment]

**C:** The protocol is very clear and well done.

**Q:** On information security, who will be able to get into the area where paper records will be stored? **A:** The student, faculty mentor, and departmental administrative assistant.

**Q:** Who will do the interview recording and transcribing? **A:** The student will do both.  
**C:** Please clarify in the protocol.

**Q:** How will you be using the videos of practices and bouts? **A:** They will be used to enrich the ethnography. **C:** Use of videos should be added to the consent forms.

**Q:** You will be using their actual roller derby nicknames. Doesn't this make it possible to link particular data to specific persons? **A:** We want to do a linguistic analysis of how the nicknames reflect symbolic identity. Would it be acceptable to limit use of the real nicknames to our linguistic analysis section and not use them any place where specific data could be linked to them? **C:** That would be OK.

**C:** You need to provide contact info in the consent forms in case of adverse reaction or distress related to interview or survey content. McCleary can provide this info. **A:** OK.

**Q:** The interview guide and survey didn't seem to be in the protocol. **A:** [Student handed out the interview guide and will submit the survey as soon as it is completed.] **C:** OK of these by the IRB will be a condition of approval.

**Q:** How many interviews do you have in mind? **A:** There are about 30 Divas and all who consent will be used.

**Q:** Is there a minimum for this project to work? **A:** Only a handful of interviews would provide useful information. We will begin with primary informants, who will facilitate additional participation, via “snowballing”. She already has good contact with the team as an insider because she has a friend on the team as has been helping out at bouts.

**Q:** The consent form is written at fairly high vocabulary level. Is it appropriate for the literacy level of team members? **A:** Education level for Divas is fairly high.

**Q:** There is some vulnerability, given that the project involves collection of data in the workplace. **A:** The methodology appears to be justified.

**C:** Please revise the wording stating that participants don't have to participate in every aspect of the study to make clear that they don't have to participate in *any* parts of the study.

**Q:** You mention interest in gender issues, but offer no specifics. Please add an explanation of this element of the project to the protocol. **A:** Will do. It includes primarily issues related to sexual orientation and female empowerment.

**C:** Alvarez found the words about "adding their voices . . ." to be powerful and apt.

**Q:** You say you may be doing follow-up interviews. How will you link the information to persons? **A:** Researchers will be careful to keep identifiers separate from data.

When there were no more questions, the investigators were excused and the Board deliberated. Discussion led to the following specific conditions of approval:

1. Specify in protocol that student will do interview recording and transcribing and that data will be stored in a password-protected computer.
2. Attach an interview guide and the proposed questionnaire to the protocol.
3. Address the gender concerns more specifically.
4. Specify that the roller derby nicknames will be used in a way so that no other data can be linked to specific persons via these nicknames.
5. Clarify in protocol that person may choose not to participate in any or all elements of the research.
6. Do the online Human Subjects Protection Training tutorial.
7. Related to the consent forms:
  - a. Add referral information for possible distress/adverse reaction.
  - b. Use separate titles at the top of the two consent forms.
  - c. State in both consent forms that videos may be used for research purposes.

There was a motion to conditionally approve Protocol 12-04.

Alvarez moved, McCleary seconded, 8-0.

The investigators returned and were informed of the results, including the conditions, which would be e-mailed in writing to the investigators no later than Monday.

## **F. Continuing Review of Authorized Protocols**

1. **Edvention and Related.** With Penelope Swenson. Primary readers were all members.

**Protocol 10-157:** "Baseline Preparation Data Survey for Edvention Fellows" [renewal]

**Protocol 11-66:** "Cycle of Activity Model [CAM] Participant Survey"

**Protocol 11-68:** "Discussion Responses Regarding iPad Use Among a Select Group of Pre-Service Teachers"

**Protocol 11-117:** "Edvention Partners – Effects of CSU Teacher Preparation on K-12 Student Achievement"

**Protocol 11-122:** "Edvention Partners: Administrative Leadership Study"

Guglionone and Schultz were away attending a grant-related meeting. Swenson summarized. These activities are part a 5-year DOE grant, hoping to improve teacher education across the U.S. Theirs involves five universities in Central California working with a number of public schools in rural areas having poor scores on standardized tests. The four goals and 15 reform elements were summarized. The investigator provided updates on the four IRB protocols in progress thus far.

**Protocol 10-157.** Baseline data and follow-ups have been collected on the participating Edvention Fellows. They are being mentored, get special professional development training, iPads, and do group work.

**Protocol 11-66.** The focus is examining the usefulness of the cycle of activity model. An external evaluator is administering a survey.

**Protocol 11-68.** This looks at effects of iPad use among the edvention fellows and has generated some interesting results.

**Protocol 11-117.** This is supposed to examine the effects of the edvention fellow teacher preparation activities on achievement of the fellows' K-12 students. Some of these data can be accessed in state databases, but the schools and districts involved have been extremely resistant to providing the rest of the data based on legal and teacher union concerns.

**Protocol 11-122.** This involves interviews with new principals to capture the problems currently faced by school administrators.

[Q = question, A = answer, C = comment]

**Q:** Are there any proposed changes? **A:** There are no new changes. Some modifications have been approved already, such as adding a new question to a survey.

The investigator was excused and the Board deliberated in executive session. There was a motion to accept the quarterly report and renew Protocol 10-157.

Gilchrist moved, Tunson seconded, 7-0, with Herndon abstaining due to his association with local school districts.

[Tunson departed]

After the vote, there was a brief discussion with the investigator of elements not related to human subject protections. The edvention fellows have found the 2<sup>nd</sup> version of iPad to be more useful as compared to the 1<sup>st</sup> edition. The investigators are getting useful information about how to create effective professional learning communities. They are using a freely available Google online instruction framework, rather than Blackboard, so fellows can continue to use it when employed. Some of the extra professional development has been helpful. Information from the new principals has helped inform their work with the edvention fellows.

2. **Protocol 07-91:** "Evaluation for Kern County Children and Families Commission [KCCFC]" with J. J. Wang.

The investigator summarized. There are three major aspects of IRB compliance that are reported and reviewed. These are all fully functioning. Conversion to the new data management system, GEMS, is now complete. One new question and Spanish translation of it was adopted since the previous meeting, coordinating with the Chair, RERC, and Gamboa, IRB Spanish translation person. A student evaluation project related to F5K was summarized. Questions followed.

[Q = question, A = answer, C = comment]



**Q:** Could you give a little more description of the old OCERS and new GEMS databases? **A:** OCERS was developed by Stanford Research Institute working with the previous evaluation team, California Standards and Outcomes. GEMS is becoming widely used, partly because it is far easier for different agencies to get customized sets of information reported back in order to design their own reports as needed.

**Q:** So particular F5K programs report in their own data directly. Can they access all of the data in GEMS or just their own data? **A:** They can only access their own data.

**Q:** It appears that other communities are more aware of the goals of the Proposition 10 programs and the measures of success. Isn't this a problem for F5K? **A:** Yes. We are trying to improve and are into a two-year cycle of improvement for F5K. Accountability of Proposition 10 spending, collection of outcomes data, and attempts to improve were brought up in general terms.

**C:** Alvarez noted that would be good if local citizens could have appropriate information to let them see how F5K is improving the quality of life in the community.

**C:** Tunson initiated a discussion of the student paper included in the report. Isn't this report lacking outcome data and showing underrepresentation of services to Arvin?

**A:** The investigator emphasized that this was a student paper included to show CSUB student involvement as mandated by the IRB and that he is responsible for the annual report, which he will send to the RERC for distribution to all Board members when the Board of Supervisors has approved the report.

**Q:** Could you please carry back to relevant F5K administrators that the public needs a lot more and better information about effectiveness of the F5K programs in layperson language – what to look for in terms of quality of life changes? **A:** Will do.

**C:** McCleary [who had been previously involved in F5K evaluation] noted the importance and challenge of educating providers to collect more than simple counts of services provided and to include data on effects of those services. It takes time to get them on board.

**C:** But, doesn't all this start with the commission reaching out and educating the public on the overall goals and specific objectives? Then the public could make sense out of evaluation results. **A:** Yes. The commission is feeling some pressure along those lines. They are getting better at embracing outcomes related to the major elements of health awareness, parent education, and early child health care.

**Q:** The commission has a committee giving technical advice. Do they also have an evaluations committee? **A:** No, although a CS & O person continues to be involved as a consultant.

**Q:** Tunson wondered if the investigator was aware of a specific California program working to reduce crime among youth. **A:** No. **C:** Tunson provided his contact information.

When there were no more questions, the investigator was excused and the Board deliberated in executive session. There was a motion to accept the quarterly report and authorize renewal of this protocol for one year.

Tunson moved, Alvarez seconded, 8-0.

The investigator was informed and thanked for his report and discussion with the Board.

## VI. OTHER CONCERNS: [none]

## VII. MEETING DATES FOR 2011-2012:

Fall 2011: October 7th, 2011  
Winter 2012: January 20<sup>th</sup>, 2012  
Spring 2012: April 20<sup>th</sup>, 2012  
Summer 2012: June 13<sup>th</sup>, 2012

## VIII. ADJOURNMENT:

At 10:31AM McCleary moved, Gamboa seconded, 6-0.

## IX. BOARD TRAINING:

### A. Readability of Consent Forms

There was a training discussion using the article review at [http://www.anesthesiologynews.com/ViewArticle.aspx?d=Policy%20&%20Management&d\\_id=3&i=December%202011&i\\_id=793&a\\_id=19827](http://www.anesthesiologynews.com/ViewArticle.aspx?d=Policy%20&%20Management&d_id=3&i=December%202011&i_id=793&a_id=19827) as a focus. One important theme is that the consent form is the *beginning* of the consent process. Explanations and clarifications should follow, possibly quizzing participants on their understanding of critical parts of the consent form. We need to remain vigilant to ensure that our consent forms and other research materials will be understandable to *all* of the participants. Gilchrist noted one recent consent form, on a protocol under development, appeared to use inappropriately advanced vocabulary. Swenson shared a link for several freely available readability estimates that can be run on text. It was agreed that the RERC should get together something on readability of research documents to add to the online IRB materials.

### B. Detailed spot check of protocols authorized by RERC on behalf of the IRB since last meeting:

1. **Protocol 11-131 [Shanna Morda & Ron Hughes, Advanced Educational Studies] “The Effect of Wiki E-Portfolio Instructional Strategy Upon the Writing Skills of Fifth Graders”** Submitted 9-20-2011; authorized 10-13-2011; following exemption from full review.

The level of review assigned and the feedback from the RERC were judged to be consistent with the wishes of the Board.

2. **Protocol 11-139 [Josh Carter, Kevin Novak, & Anne Duran, Psychology Department] “Attitudes about Atheists as Hostile and Untrustworthy Job Applicants”** Submitted 11-03-2011; authorized 11-08-2011, following exemption from full review.

The level of review assigned and the feedback from the RERC were judged to be consistent with the wishes of the Board.